

Program Description/Textbook or Print Instructional Material

Vendor: Pearson Education, Inc., publishing as Pearson Prentice Hall **Web Address:** www.phschool.com

Title: **JAVA How to Program**

Author: Deitel and Deitel

Copyright: 2003

ISBN: 0-13-183661-7

Course/Content Area: Information Technology: Programming

Intended Grade or Level: 9-12

Readability Level: 8.6 Modified Dale-Chall

List Price: \$ 85.29

Lowest Wholesale Price: \$ 63.97

Level of Accommodations (Level One, Two, or Three) Three

If Level Two or Three, please provide rationale for not meeting Level One Compliance. Pearson Prentice Hall is unable to provide files in Levels One or Two due to the variety of page layout systems used to create the text. These systems are not compatible with specialized formats such as XML or HTML.

FEATURES

DISCLAIMER: The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, nor of the Kentucky Department of Education.

Content

Text materials incorporate the hallmarks of the How to Program Series with hundreds of complete working programs and thousands of lines of code; hundreds of valuable programming tips; extensive set of interesting exercises and substantial projects; includes an updated optional case study on object-oriented design with the UML, new coverage of JDBC, servlets and JSP. The CD-ROM with every text includes Java™ Software Development Kit Standard Edition Version 1.4.0 for Windows and Linux; SunOne Studio 4, Source code for all the book's examples, and hyperlinks to demos and Internet resources.

Student Experiences

The students will learn JAVA programming focusing on the presentations and highlighted sections to understand what is text output by the program. Class hierarchy diagrams have been replaced with UML class diagrams to facilitate learning. Red text is used to point out intentional errors and problematic areas in programs so that students begin to analyze programs.

Assessment

Assessment is built into the exercises as the students progress. Additional assessment is provided for the instructor in the Instructor's Resource CD-ROM and Lab Manual.

Organization

The 1,500 page text is divided into 25 chapters with several appendixes and references to the CD.

Resource Materials

- **Gratis Items To Be Provided And Under What Conditions**

Free upon request, 1 per teacher user with a minimum purchase of 20 JAVA How to Program Student Editions:

☞ Instructor's Resource CD-ROM

- **Available Ancillary Materials**

Lab Manual

RESEARCH DATA/EVIDENCE OF EFFECTIVENESS

DISCLAIMER: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, nor of the Kentucky Department of Education.

The text and ancillaries have undergone through testing and review as part of the Deitels' approach to course development. The materials have been reviewed by educators in the field for accuracy of content and educational philosophy of learning methodology.



Group V - Career/Technical Vocational/Practical Living Education Instructional Materials Evaluation Tool IT Programming



Title: JAVA How To Program		Cost: \$ 63.97
Publisher: Pearson Education/Pearson Prentice Hall		
Item Evaluated: Textbook and Software		
Copyright Date: 2003	Evaluator: Scott Horan/David Davis	
Content Level: 9-12	Date of Evaluation: 7/28/2003	
This section completed by Exceptional Children Services		

Overall Strengths and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions . They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July 28-Aug. 1, 2003. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

Recommendations:
<input checked="" type="checkbox"/> Recommended by reviewers to State Textbook Commission
<input type="checkbox"/> Not recommended by reviewers to State Textbook Commission

Publisher's Explanation of Reviewer's Comments: By action of the State Textbook Commission, publishers are provided limited space, 150 words, to respond to what they may consider factual errors made by the reviewers in the evaluation.



**Group V - Career/Technical
Vocational/Practical Living Education
Instructional Materials Evaluation Tool
IT Programming**



Title: JAVA How To Program		Publisher: Pearson Education/Pearson Prentice Hall
Technology Management Summary Data:	20 possible points	_____11_____ points earned
Technology Management Comments:		
Technology Presentation/Interface Summary Data:	40 possible points	_____18_____ points earned
Technology Presentation/Interface Comments:		
Content Summary Data:	36 possible points	_____25_____ points earned
Content Comments:		
Instruction & Management Summary Data	52 possible points	_____38_____ points earned
Instruction & Management Comments:		
Organization & Structure Summary Data	36 possible points	_____27_____ points earned
Organization & Structure Comments:		
Resource Material Summary Data	40 possible points	_____14_____ points earned
Resource Material Comments:		



Group V - Career /Technical & Vocational/Practical Living **Electronic Instructional Media Review Form—JAVA How To Program—Pearson Ed./P-H** **Stand Alone/Independent or Integrated Software for IT Programming**



Equipment (circle or change fill color)	Grade Level (circle or change fill color)	Audience (circle or change fill color)	Format (circle or change fill color)	Cost: Included with text	
Windows	Primary	Individual	Stand Alone/Independent	_____single copy	_____site license
Macintosh	Intermediate	Small Group	Integrated	_____network version	_____school version
CD-ROM	Middle	Large Group	Supplemental	_____lab pack of ____ copies	_____online
DVD	High		In lieu of basal test		
Sound					
Other					

If other, explain _____

Type of Software: Check all that apply	_____Simulation	_____Management	_____Interdisciplinary	_____Problem Solving	_____Tutorial
_____Exploratory	_____Creativity	_____Drill and Practice	_____Critical Thinking	_____Utility	JAVA Other: _____

Rating Scale:	3—Some of the time	1—None of the time
4—All or the time	2—Minimally	0— Not applicable

Management	Rating
Allows customizing for individual learning needs.	1
Allows students to exit and resume at a later time.	4
Keeps a students performance record, where needed.	1
Allows control of various aspects of the software (e.g., turning sound off).	1
Allows for printed reports.	4
Comments:	Total
	11

Presentation/Interface	Rating
Presents material in an organized manner.	4
Has consistent, easy-to-use, on-screen instructions.	2
Has developmentally correct presentation format.	1
Adapts to different learning environments (learning styles/multiple intelligences, etc.)	2
Accessible for special needs students.	0
Runs smoothly, without long delays.	3
Presents easy-to-view text and graphics.	2
Presents easy-to-hear and understand sounds.	0
Avoids unnecessary screens, sounds, and graphics.	4
Provides immediate, appropriate feedback.	0
Comments:	Total
	18

Content—IT Programming	Rating
Career Focus/Employability Skills/Workplace Readiness Skills	1
Customer Needs Analysis	0
Analysis of Programming Requirements	0
Develop Programming Structure	4
Design and Develop the Program	4
Implement Program Code	4
Test Program	4
Validate Program	4
Major Types of Programs: Visual Basic, Java , C++, etc.	4
Comments:	Total 25

Rating Scale:	2—Minimally
4—All or the time	1—None of the time
3—Some of the time	0— Not applicable

Instruction and Assessment	Rating
Identifies a Sense of Purpose	4
Builds on Student Ideals	4
Engages Students	3
Develops Computer Maintenance Ideas	0
Promotes Student Thinking	4
Assesses Student Progress	3
Enhances The Learning Environment	2
Reading level is appropriate for interest and ability level of intended student group; level remains consistent throughout.	2
Commonwealth Accountability Testing System (CATS) “like” Assessment is provided	4
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	4
Includes activities and opportunities for integration of technology.	4
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	4
Differentiation techniques and activities suggested.	0
Comments: The textbook has few examples and/or activities for high school level students. The textbook is targeted for college-level students.	Total 38

Rating Scale:	3 – Some potential for learning	1 - Not present
4 – High potential for learning	2 – Little potential for learning	0 – Not applicable

Organization and Structure	Rating
Organization is logical and allows for spiraling of content.	4
Vocabulary and key terms are clearly defined and easily accessible within each lesson.	3
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related.	2
Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).	0
Legible type, length of lines, spacing, and page layout and width of margins contribute to overall appearance and use.	2
Student materials seem durable and conducive to daily use.	4
Includes sufficient glossary, index and appendices.	4
Employs accurate grammar and spelling	4
Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.	4
Comments:	Total 27

Resource Materials	Rating
Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated)	3
Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.	3
Extension activities including adaptations and accommodations for students with special needs.	0
Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/technology and references (e.g. solution manuals, study guides)	2
Suggestions are made for integration of themes and /or interdisciplinary instruction.	1
Integration opportunities suggested and examples given.	1
Teacher resources are available online.	1
Online resources available – Repeat of information in text.	1
Online resources available – Practice skills only.	1
Online resources available – New application materials.	1
Comments:	Total 14

Rating Scale:	
4—All or the time	2—Minimally
3—Some of the time	1—None of the time
	0— Not applicable